

## Teaching portfolio

### 1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

2019-current Teaching and supervising at the Department of Sociology and Social work. Planning, developing and coordinating the specialization course (in Sociology) "Moderne Arbejdsliv og HRM". Supervising master theses at the Sociology education, I normally have 2-3 theses each spring. The topics cover typically various issues related to work, work organization, sociology of Work, organisations and HRM-practices. I have also supervised master theses in the criminology and social work (KSA) programmes. Other supervising tasks include supervising and examining projects at 1., 2., 3., 5. and 6. semester (bachelor projects), and supervising projects on the 6/8. semester specialization course (Moderne arbejdsliv og HRM). Moreover I supervise student projects at the 7.semester (the bachelor project) in the study program of social workers (socialrådgiver-uddannelsen). I have been lecturing on the courses Arbejdssociologi and Moderne Arbejdsliv & HRM, on a broad range of topics include employee relations and involvement, HRM, unions, labour market regulation, labour migration, collectivism, labour market precarity, theories of work, industrial relations, social policy, welfare state development, sociology of work and work as a key sociology topic. Moreover I give lectures in various semester and programs often related to work and employment. I have been involved in the development of two different courses on trans-national labour. One on community work and social work (in the social worker program/modul 10, socialrådgiveruddannelsen) and one on transnational social problems (in the candidate program of social work/KSA). Additionally I am supervising Andrea Borellos PhD and co-supervising Cecilie Kroghs (DPS) 3/2015 to 2018: Teaching at Centre for Industrial Production, later Section for Sustainable Production, all teaching is in English. Mainly teaching and supervising at the programs in Operations and Innovation Management (OIM) and Manufacturing and Operations Engineering (MOE). Since 2016: Planning and teaching of the methods course on the master level on both OIM and MOE. Since 2017: Planning and teaching 7th semester course: "Managing Global Business Systems and Value Chains" on OIM. Various examinations on the programs in Operations and Innovation Management and Manufacturing and Operations Engineering. Including censor on Sustainable job design, MOE and Researching Business Systems, (OIM) Opponent on a PhD pre-defense on Labour migration and precarious labour migrants in Denmark at the Department of Culture and Global Studies, Aalborg University. Internal PhD opponent on "OHS and institutional logics". Supervising two master theses at the Operation and Innovation Management program. One on the implementation of Balanced Score Card in the Estonian public sector (OIM) and one on communication with the members in a Danish unemployment insurance fund. Before 2016 Lecturing: Planning and conducting half of the course "Researching Business Systems" at 1st semester, master level at the Operations and Innovation Management studies. I mainly taught the case study research, business systems theory and quantitative methods. (Fall 2015) as well as carrying out and planning the exams. Supervising a bachelor project at the Department of Political Science on European integration. Lecturing on "Case study research" 1st semester, master students at both Operations and Management Engineering and Operations and Innovation Management studies. Lecturing on "Occupational Health and Safety in Global Value Chains", 1st semester, master students on the Operations and Innovation Management studies 12/2011 to 12/2014: As PhD student I taught 600 hours at the department of Political Science at Aalborg University. This included: Lectures: Globalisation and the future of the welfare state (Public administration, master level). Supervision: Groups and individuals ranging from the first semester to master level, including conducting exams. Examinations: Oral and written exams at department of Political Science and the Department of Sociology and Social Work

### 2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

I have coordinated the course "Moderne arbejdsliv og HRM" (emnespecialisering) on the Sociology education since 2019. Previously I have worked with developing and administrating the course on Researching Business on the 1st semester master level in the Operations and Innovation Management studies and the method course on MOE as well as the Managing global business systems course.

### 3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

I concluded my formal training in higher education pedagogy (AP) at Aalborg University in January 2017. I started the 10 ECTS points course in November 2015. As part of my AP I have had supervision and helpful discussions with both my supervisors. I have also attended the annual "Day of Teaching" at the various departments I have worked in. This has most often been fruitful and it is in general very helpful to have a single day assigned to improving the teaching skills and facilities in the university. On top of that I have followed the mandatory courses in Aalborg University on the PBL-model. All of this has helped my development as a teacher, not least through being able and forced to reflect on various pedagogical issues in relation to my teaching obligations, so that I have moved beyond the point of just seeing teaching as an obligation, but rather a skill-based craft, which can be improved and developed upon. As part of the AP I have attended the following courses: Assessment of and for learning in a PBL context. This course discussed how to access in a PBL context and raised some very relevant and interesting discussions in regards to the exams and how to improve on the

assessment of the students, which can be challenging. Flipped courses in Higher Education. This course emphasized various types of podcasts as a way to “flip the classroom” meaning trying to make more task-based teaching, so the students would acquire the knowledge beforehand and then apply it during class. However it is my impression that this is better suited for studies where a very concrete task can be practiced during class. Drawing on my experience with e.g. teaching globalization applying tasks is much more difficult there. “Enhancing feedback and facilitating student reflections in groups”. This course emphasizes how I as a teacher can enhance feedback from the students both in class room teaching and in supervision. In the course we had chance to discuss our experiences as a supervisor and lecturer, and the challenges that could be faced in getting the students to engage in the classes. The course gave some great inputs on enhancing students engagement.

#### **4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.**

I have attend the 'University Teaching Day' on several occassions

#### **5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.**

Together with colleagues (in particular Morten Kyed) we have developed the various courses on sociology of work at the department of sociology and social work. I also contributed to developing and coordinating courses on transnational social problems (both in the KSA and in the social worker program (socialrådgiver-udd.). Here I particularly contributed with dimensions on labour migration. Previously I have developed the course “Researching Business Systems” with a colleague, which have been very interesting and I have learned a lot from the process about how aligning the specific course with the rest of the educational program. I also planned and taught the 7st semester course: “Managing Global Business Systems and Value Chains” on OIM. I also contributed to an internal guideline report for the students in the department on “How to conduct good student research”, which my colleague Thim Prætorious authored.

#### **6. Teaching awards you may have received or been nominated for.**

None

#### **7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.**

The most important aspect for my teaching is the active involvement of the students. Firstly, trying to en-gage the students in the general field and have them learn and appreciate, why the topic is important and relevant (and not only because they have to pass the exam later the semester). For instance teaching meth-od courses I think it is vital for the students to learn and understand why it is important to apply a sound and reflected methodological approach and a coherent research design. Most teachers (most often) find their own teaching topic of high relevance. If I as a university teacher can get the students to share this in-terest in the field, they have come a long way. This will also make the overall teaching easier. Secondly, I would like to engage the students in the teaching environment, so they fell that it is relevant and useful to attend the course. Here students' presentations can be a tool, which makes it easier for us to dis-cuss the methodological and analytical challenges and trade-offs in the course as opposed to from a purely theoretical perspective. Finally, I think it is crucial that the students learn and understand that they have to take responsibility for their own academic progress and learning. Some students tend to perceive themselves as “pupils” rather than students. So they expect the teacher to give them the knowledge and answers, but I believe that it is fundamental that once the students leave the University, they have understood how to gain knowledge themselves and how to assess this knowledge in a critical way. This hopefully makes them capable of ac-quire knowledge in their lives as a professional university graduate.

#### **8. Any other information or comments.**

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